

# Primary Pupil premium strategy / self-evaluation



1. Summary information					
School	Woodside Green				
Academic Year	2020/21	Total PP budget	£104,200 £11,550	Date of most recent PP Review	April 2019
Total number of pupils	153	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Jan 2021

2. Current attainment - based on teacher assessments and/or 2019 outcomes		
Key Stage 2	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	38% All: 41%	All pupils:
% making expected progress in reading (as measured in the school)	54% All: 52%	All pupils:
% making expected progress in writing (as measured in the school)	63% All: 62%	All pupils:
% making expected progress in mathematics (as measured in the school)	63% All : 59%	All pupils:
Key Stage 1		
% making expected progress in reading (as measured in the school)	25% All : 53%	All pupils:
% making expected progress in writing (as measured in the school)	25% All : 53%	All pupils:
% making expected progress in mathematics (as measured in the school)	25% All: 53%	All pupils:
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Lower outcomes for some disadvantaged children in certain year groups, compounded by time out of education during lockdown	

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<b>B.</b>	Low reading skills and low writing skills, caused by lack of reading opportunities at home, poor vocabulary and language skills	
<b>C.</b>	Behaviour for learning barriers compounded by historic under-achievement and low expectations	
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>D.</b>	Low aspirations and negative perceptions of education in some households. impacting on behaviour	
<b>E.</b>	Poor attendance/social issues affecting coming into school 'ready to learn'	
<b>F.</b>	Rising number of PP pupils on the SEND register and requiring additional support.	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.	KS1 and KS2 data shows little to no gap between disadvantaged children and their peers nationally. 'Gaps' between disadvantaged and non-disadvantaged children are closed in reading, writing and maths in other year groups (Years 1, 3, 4 and 5). More disadvantaged children are targeted for 'greater depth' standard
<b>B.</b>	<p>Improve the basic reading skills of all disadvantaged children to ensure they can access age-related texts and comprehend at speed</p> <p>Improve writing skills of disadvantaged children by improving oral language and vocabulary (speech and language) across EYFS, KS1 and KS2.</p>	<p>EYFS exit data and phonics data shows an improving picture of children developing key reading skills/phonics knowledge. 'Gaps' between disadvantaged and non-disadvantaged children achieving GLD are reduced.</p> <p>KS1 and 2 reading and writing data shows disadvantaged children have made good progress and that the gap between their peers is closing.</p> <p>Barriers to learning to read/improving comprehension are removed through a targeted programme of 1:1 reading in school which shows a positive impact on reading ages/comprehension scores.</p>

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		Improved outdoor environments in EYFS and consistent use of talk for writing throughout school allow children’s oral language and vocabulary skills to improve.
<b>C/D.</b>	<p>Children and families with social issues are well-supported so that social, emotional and mental health needs are met both within and outside the classroom.</p> <p>Aspirations are raised through an engaging curriculum and engagement/behaviour for learning improves through consistently high expectations and ‘good’ teaching.</p>	<p>QA using 12 standards show an improving picture of lessons which achieve golds and greens for behaviour/behaviour for learning and high expectations for all children, including those with SEMH needs.</p> <p>A consistently-followed new behaviour system is supported by an engaging and active curriculum. Teachers are well-supported by a strong pastoral team. Additional support for children is sought in a timely manner and referrals are made to allow children and families to receive support. Children with SEMH needs have progressed tracked and make small steps of visible progress.</p>
<b>E.</b>	Children are attending school, on time, every day and are ‘ready to learn’	School attendance (and that of disadvantaged children) is consistently above national and school’s own targets with children arriving to school on time. Disadvantaged children are more likely to be ‘ready to learn’ due to access to a breakfast and set morning routine prior to school start.
<b>F.</b>	SEND needs of PP pupils are identified and targeted support given.	Lines of communication between teachers and SENDCO are strong. Clear procedures in place to discuss possible SEND needs with SENDCO and Pastoral Team. PP SEND pupil receive targeted support which helps them to close the gap to non PP and non-SEND.

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## 5. Review of expenditure

<b>Previous Academic Year</b>	
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### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Profile of reading continued to be raised across school. Additional focus on raising expectations for PP writing through:</p> <ul style="list-style-type: none"> <li>-Consistent use of Talk for writing approach across school</li> <li>-Creation of vocabulary-rich environments, including in EYFS outdoor environment and continuation of Boom words project</li> <li>-Quality texts purchased, including high-interest books for boys, longer, vocab-rich texts for KS2</li> </ul>	<p>Improve basic literacy, reading and writing skills of disadvantaged children by improving oral language and vocabulary across EYFS, KS1 and KS2</p>	<p>The literacy deep dive (Nov 2019) as well as other additional QA has shown consistent use of strategies across school embedded (Talk for writing, Resilient reader, Boom words). Recent overhauls to the reading structure have included: re-launch of reading at home incentives scheme, purchase of new books in EYFS/KS1 which link more closely with the phonics scheme, greater monitoring of reading records and use of KS1 and KS2 library areas with re-organised systems of reading for children. The purchase of new books in EYFS/KS1-linking more closely with phonics scheme, and re-organisation of Accelerated reader scheme in KS2 enabled more children to be reading at the 'right level' (which were targets from the Deep dive Nov 2019).</p> <p>Vocabulary-rich environments in early years are in place enabling children to develop an early love of reading.</p> <p>During lockdown, children were sent regular home learning packs linked to reading. Videos were posted</p>	<p>Projected data for 2020 KS2 cohort shows reading still as an area of concern and so further strategies need to be put in place, including consistent and rigorous use of tracking systems for reading and reading interventions/1:1 reading for as many PP children as possible.</p> <p>Interventions next year to have a strong focus on improving standards of reading across school, including PP Breakfast club reading and smaller phonics groups to allow more precise teaching.</p> <p>Further focus is needed on improving the quality of education through CPD in order to rapidly raise standards. A quality monitoring and coaching system needs to be introduced, alongside developing opportunities for teachers</p>	

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<p>-Resilient Reader approach launched</p>		<p>online of class readers being read daily to children and books were sent home. Children were given access to free reading online resources through various apps. Reading 'teacher assessment' data does show a 'dip' in children achieving expected standard at KS1 and KS2 (see below for analysis) and therefore reading does still need to be a priority next year.</p>	<p>to view best practice both in school and in other venues.</p>	
<p>Launch of bespoke and engaging curriculum, especially focused on effective delivery of Foundation subjects with aim of 'raising aspirations' -key planned learning experiences for children, both inside and outside the classroom</p>	<p>Aspirations are raised through an engaging curriculum and engagement/behaviour for learning improves through consistently high expectations and 'good' teaching.</p>	<p>The curriculum overviews for each year group/subject have been evaluated to ensure coverage, progression and 'raising of aspirations'.</p> <p>New staff across KS2 in Spring term has enabled a greater enriched curriculum to be planned with prioritised learning experiences (eg practical Stone Age exploration lessons in Year 3-4). Subject leader audits have led to purchasing and prioritising of resources.</p> <p>New resource schemes purchased for Music and PSHCE (Jigsaw) have led to a more stimulating curriculum which meets children's needs (particularly social and emotional). New learning areas created within school (Art and DT room, ICT room) have led to higher profile of those subjects, greater availability of resources and raising the profile of foundation subjects. Return from illness of PE leader has led to more engagement with extra-curricular sporting activities, often targeting PP children (football, basketball, rugby).</p>	<p>Continued evaluation of new foundation subjects curriculum is needed through whole school development plan. This includes ongoing support for new subject leaders in evaluating subjects and implementing improvements.</p> <p>There is a need to ensure children, especially those entitled to Pupil Premium, have a wealth of enriching experiences available to them and that any barriers to this are removed where possible through PP funding.</p>	

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<p>Additional adults within Year 6 class to provide focused teaching, smaller groups and targeted intervention:          -AHT x 2 mornings in addition to main Y6 teacher          -additional ETA x5 days          -consistent ETA presence within Year 2 classroom majority of mornings</p>	<p>Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.</p>	<p>Year 6 cohort have a history of underachievement with only 11% achieving expected in reading, writing and maths at KS1. Baseline for Year 6 showed only 7% achieving expected in reading, 29% in writing and 11% in maths with no greater depth. 'Projected' end of year teacher assessment shows that only 38% Pupil Premium would have reached expected in reading, writing and maths, however this is an increase on baseline data and shows progress across Year 6 and across KS2. The gap between PP children and their non-disadvantaged peers has been closed within each individual subject. Two PP children (8%) would have achieved greater depth in maths, one child (4%) in writing and one in reading. This is an increase on no greater depth in KS1 and comparable with greater depth scores for none PP children.</p> <p>Use of ETA in Year 6 has continued to support PP children with high level of social and emotional needs/low levels of cognition. This has primarily focused on small group of 2-3 children who are well below expected for Year 6 enabling them to access the curriculum. Additional AHT x2 mornings continued over the Autumn term (in addition to a main class teacher who was part time). Spring term-move to AHT x4 mornings-but with no additional teacher in class. However, following phased return, addition of HLTA x3 mornings within class to give added support. Year 2-</p>	<p>There is a continued need to look carefully at the allocation of support staff across school to support disadvantaged children, including those with SEND, through precision teaching, catch-up intervention and meeting SEMH needs.</p> <p>The future Year 6 cohort, although small, has a group of low achieving Pupil Premium children (63%) a proportion of whom also have SEN needs. The Year 4 and 5 cohorts have a high amount of Pupil Premium children (58% and 64% respectively) and will need additional support to 'catch-up' to lost learning time from COVID 19 lockdown.</p> <p>In KS1, the mixed Year 2/3 cohort has 58% Pupil Premium and children will need supporting in order to meet end of KS1 expectations as well as those in Year 3 needing to access the rigours of the KS2 curriculum.</p>	
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		consistent ETA since Autumn term has allowed support for PP children in a smaller cohort, including several children with complex social and emotional needs, to access the curriculum.		
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Targeted 'booster' groups for Year 2 and Year 6 children:</p> <ul style="list-style-type: none"> <li>-early morning boosters focused on reading and maths weekly</li> <li>-additional afternoon 1:1 writing sessions for Year 6 children focusing on achieving expected and greater depth</li> </ul>	<p>Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.</p>	<p>Year 6 cohort have a history of under achievement with only 11% achieving expected in reading, writing and maths at KS1. Baseline for Year 6 showed only 7% achieving expected in reading, 29% in writing and 11% in maths with no greater depth. 'Projected' end of year teacher assessment shows that only 38% Pupil Premium would have reached expected in reading, writing and maths, however this in an increase on baseline data and shows progress across Year 6 and across KS2. The gap between PP children and their non-disadvantaged peers has been closed within each individual subject.</p> <p>Two PP children (8%) would have achieved greater depth in maths, one child (4%) in writing and one in reading. This is an increase on no greater depth in KS1</p>	<p>Need for continuation of catch-up booster groups next year especially to meet the gap of learning left from COVID 19 lockdown. Support from senior leaders in school to achieve this.</p> <p>Aim to target PP children for those who could achieve in reading, writing and maths to increase the combined expected standard at KS2.</p> <p>Specific, targeted support for PP SEND pupils to enable them to close the gap to non PP and non SEND.</p>	

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		<p>and comparable with greater depth scores for none PP children.</p> <p>KS1 teacher assessment showed a more considerable gap between PP children and the rest of their cohort. However, it must be considered that Pupil Premium numbers within the cohort are smaller than average for the school (17%) within a small class-meaning this constitutes four children. There is more overlap with SEN as 75% of the PP children in Year 2 had SEN or additional needs. These children would have benefited from additional booster time in the Summer term, however this was not possible due to COVID-19 lockdown. Boosters and accelerated catch-up for Year 2 children needs to be prioritised from the start of term next academic year.</p>		
<p>Additional interventions specifically targeting PP children’s gaps in emergent reading and writing skills, including:</p> <ul style="list-style-type: none"> <li>-EYFS afternoon interventions with Nursery Nurse</li> <li>-additional ETA allocation to phonics groups, allowing for smaller groups</li> </ul>	<p>Improve reading and writing skills of disadvantaged children by improving oral language and vocabulary across EYFS, KS1 and KS2 and increasing reading opportunities during the school day.</p> <p>More targeted and bespoke phonics</p>	<p>EYFS data shows that 50% of children identified as PP in Reception achieved a good level of development. This shows a gap with the whole cohort figure of 76%. The four identified children who did not achieve all have SEND needs-two of which are complex needs with diagnosed autism and one with an EHC. Three of the four children have been new arrivals this year, with one only a month before lockdown. All have identified referrals and plans in place to meet their needs across EYFS.</p>	<p>A focus on reading is still needed due to the reading gap across school which is evident in whole school teacher assessment judgements. There is also a need for some Pupil Premium children to have additional support in school with early reading/phonics/reading for pleasure due to issues around support with reading at home.</p> <p>There is a continued need for significant support for the PP and SEN children from Reception as they move into Year</p>	



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<p>-PP daily reading during breakfast club -PP reading club-weekly</p>	<p>teaching which has a greater impact on improving</p>	<p>Re-sit data for Year 2 children shows that 100% of the PP children re-taking their phonics test would be predicted to pass.</p> <p>Reading age data (breakfast club interventions). At the last available analysis of data at the start of Spring term 2020, 72% of the Pupil Premium children targeted for 1:1 reading improved their reading ages. This group was refreshed with some additional children in the Spring term and evidence of progress was well-reported from class teachers, with many children becoming more fluent, having quicker inference skills and having support in choosing books at an appropriate level to read.</p>	<p>1 due to not achieving GLD. These children will need a high level of support to access the KS1 curriculum and to access/pass the phonics test, due to the gaps in their learning (exacerbated by lockdown) and their individual SEND needs. This will be factored into staffing and provision for 2020-21.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Streamlining of Pastoral team and tracking of SEMH interventions, including: -monitoring of referrals (internal and external) -SEMH tracking system using Boxall to show progress</p>	<p>Children and families with social issues are well-supported so that social, emotional and mental health needs are met both within and outside the classroom. Children with SEMH are making</p>	<p>Autumn term long term absence of Learning mentor meant SEMH interventions were of a limited capacity. A proportion of the PP budget was allocated instead to a supply ETA with SEN experience who provided support for several children with challenging behaviour and SEMH needs across KS2 during this time. This helped to reduce the disruption in Year 3 to 5 particularly during</p>	<p>Need for increased monitoring of children with SEMH and behavioural needs through newly launched 'graduated behaviour pathway'. This will improve monitoring and tracking of behavioural needs, ensuring timely</p>	

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<p>-additional behavioural strategies and support through new policy/approach, enabling Pastoral team to focus on early intervention</p>	<p>small steps of progress within their area of need. Outside agencies are engaged in a timely manner so that behavioural issues do not impact on learning.</p>	<p>Autumn term 1 with the absence of one of the KS2 teachers.</p> <p>Following the return of the Learning Mentor, provision was reviewed in the Spring term review, allowing an increase in monitoring and accountability of Positive attitude plans. This led to an impact on improved behaviour from children with persistent issues and a reduction in exclusions and serious incidents from January 2020 onwards. The Boxall profile system has been in use with key children to measure progress in SEMH needs across time.</p> <p>Tom Bennet (DFE advisor for Behaviour)-learning walks (28.01.20) noted that in most classes behaviour was good and positive relationships were in place with children. Systems for meeting the needs of children with challenging SEMH/behavioural needs were in place and allowing children to access the curriculum.</p> <p>Early intervention in place for a range of families, through personalised meetings, family plans and support with accessing services-especially around increasing area of parental mental health</p>	<p>intervention, assessment and target setting-supported by the pastoral team.</p>	
<p>Removal of barriers to participation, eg: -funded transport to Zoo trip -raising aspirations Primary university day for Y6</p>	<p>Aspirations are raised through an engaging curriculum and engagement/behaviour for learning improves. Children are given access to a</p>	<p>Although some activities (primarily the external trips) were cancelled due to the COVID-19 lockdown, some events still took place. Year 6 pupil premium children were linked with mentors from Huddersfield University as part of the Aspire to Uni project. This provided a raising of aspirations for key children and practical tools to support with future careers. Resources were also</p>	<p>Removing barriers to participation remains a fundamentally important part of Pupil Premium budgeting to ensure that disadvantaged children are given opportunities, aspirations and cultural enrichment where possible.</p>	

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<p>-Aspire to Uni project -baking -community trips</p>	<p>range of life experiences enabling them to make informed choices</p>	<p>purchased for baking and gardening activities throughout the year to provide enrichment opportunities and outdoor learning as well as healthy eating education. Several children within KS2 were able to access choir and sporting events through funded transport.</p>	<p>Long term planning in each cohort needs to incorporate visitors and trips which happen throughout the year to enrich the curriculum and target children within their class.</p>	
<p>Staffing of breakfast club to ensure high number of PP children can attend each morning</p>	<p>PP children are attending school, on time, every day and are 'ready to learn' having had a quality breakfast and morning routine</p>	<p>88% of PP children attend breakfast club and benefit from a free breakfast-which ensures children are ready to learn-and a calm and structured start to the day. Early morning care supports parents in meeting the needs of their children and helps ensure children are attending school, on time.</p> <p>Attendance of PP children is currently 94.94% (June 2020-at pre lockdown figure) but prior to the introduction of breakfast club, was at under 93% (Sept 2017). The PP attendance figure slightly exceeds the whole school figure of 93.59%.</p> <p>Across Autumn term 25 children were targeted to read 1:1 with members of staff weekly during breakfast club time. 72% made good progress on either their scaled reading comprehension score or their reading age. The remaining were children targeted for continued support due to making smaller steps of progress and generally due to underlying SEN issues or inconsistent attendance to Breakfast club.</p>	<p>This remains a continued area of importance for the school in ensuring disadvantaged children are having a calm start to the day and access to breakfast enables them to be more focused and 'ready to learn'. Attendance (particularly PP) has improved since the introduction of breakfast club. It now needs to become an environment where catch-up interventions and learning is able to happen consistently by staffing with a wider range of ETAs.</p>	

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Catch-up funding

PP funding

## 6. Planned expenditure Planned expenditure

Academic year 20-21	
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Additional adults within classes of high Pupil Premium to provide focused teaching, smaller groups and targeted intervention: (£60,905)</p> <p>Use of HLTA to support with catch-up intervention across KS2 (£7488)</p>	<p>Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.</p>	<p>Protected use of ETAs for Year 2/3 class to support with high level of catch-up needed for Year 3 children following poorer KS1 results for PP children (gap between PP achievement and whole cohort was over 25%). The mixed Year 2/3 cohort has 58%</p> <p>Protected use of ETA for Year 4 class to support with high level of SEMH need. Cohort have experienced some issues around behaviour for</p>	<p>Assessment data-half-termly, Evidence in books Moderation-internally and externally Early LA moderation for writing QA, drop ins, learning walks show children are making rapid progress</p>	<p>AHTs  +HoS</p>	<p>October half term assessment point</p> <p>December assessment point and early moderation</p> <p>Half termly book scrutinies</p> <p>Regular drop-ins</p>

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		<p>learning and have a high level of PP (58%) and SEN (20%) combined as well as a need to rapidly 'catch-up' due to time out of school during lockdown. Need for a consistent adult with strong behaviour management skills.</p> <p>Use of experienced ETA within Year 6 class where 63% of the cohort are PP, 75% of which are behind or significantly behind expectations to support.</p>			
<p>Improve access to reading through:  <b>Renew licence for Accelerated Reader - 3 years (£10,400)</b></p> <p><b>Purchase books for specific levels to supplement library (£2000)</b></p> <p><b>Purchase Oxford Owl online library resources (£1000) and MyOn basic package (£1500)</b></p>	<p>Increase in the number of pupils accessing books digitally both at school and at home.</p> <p>ZPD increases on average for all pupils.</p> <p>KS2 reading attainment is broadly in line with national average.</p> <p>Y1 and KS1 phonics pass rates are at or above national averages.</p> <p>The vast majority of pupils at the end of Rec pass phonics phase 3.</p>	<p>2019 teacher-assessed reading predictions were well below national average at KS2 and KS1. Phonics predictions for KS1 were also below average.</p> <p>There is a lack of books for certain levels of AR, meaning a lack of choice for some pupils. This can lead to pupils switching off from reading.</p> <p>Pupils are not accessing reading out of school and would be more inclined to do so if they could access reading digitally.</p>	<p>Learning walks                  Book checks                  Pupil discussions                  Reading and phonics data</p>	<p>AQ                  MR/LV</p>	<p>Termly assessment points</p> <p>Monthly phonics screening</p>

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	PP reading attainment will not be significantly different to non PP.				
Purchase of digital devices to support learning both in school and at home if pupils need to self-isolate (£4000)	Children can freely and regularly access resources to aid progress (e.g. Accelerated Reader, Oxford Owl, TT Rockstars) – this is reflected in progress made within each resource (i.e. ZPD) and in assessments in reading and maths.  PP pupils will close the gap in reading attainment and phonics acquisition to non-PP pupils due to better access to devices and reading support.	Significant lack of devices and access to online resources both in school and at home for most pupils.	Assessment data – reading and maths. AR data TTRS scores and average improvements	AQ	Termly assessment points
<b>Total budgeted cost</b>					£8500 £78,793
Mid-Year review:					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Targeted 'booster' groups for Year 2 and Year 6 children:	Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach	There is a continued need to rapidly 'catch-up' children in end of key stage year groups in order to access and achieve well in end of year assessments	Assessment data-half-termly, Evidence in books	AHTs  Year 6 and 2	October half term assessment point

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<p>-early morning or after school boosters focused on reading and maths weekly -additional afternoon 1:1 or small group sessions for Year 6 children focusing on achieving expected and greater depth delivered by HLTA (£10,000)</p>	<p>expected standard and greater depth.</p>	<p>and to meet expectations that allow them to progress with confidence into the next key stage. Boosters have historically been used successfully to support disadvantaged children through precision teaching which plugs gaps in understanding and skills in a smaller group.</p> <p>The future Year 6 cohort, although small, has a group of low achieving Pupil Premium children (63%) a proportion of whom also have SEN needs. Around 75% of the PP children are well behind expectations which has been compounded by time out of school during lockdown.</p> <p>In KS1, the mixed Year 2/3 cohort has 58% Pupil Premium and the Year 2 children will need supporting in order to meet end of KS1 expectations. Additional boosters were not able to happen as effectively or consistently in 2019-20 due to lockdown, which impacted on the lower assessments given. Whereas in 2018-19, boosters taking place especially over the Spring and Summer terms allowed significantly</p>	<p>Moderation-internally and externally Early LA moderation for writing QA, drop ins, learning walks show children are making rapid progress</p>	<p>class teachers  +HoS</p>	<p>December assessment point and early moderation  Half termly book scrutinies  Regular drop-ins</p>
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		better results for all pupils, including Pupil Premium.			
<p>SEMH and academic interventions delivered by the Pastoral Coordinator. (Additional funding for 5 extra hours a week - £2763)</p> <p>Funding for additional interventions or resources to support delivery. (£287)</p>	<p>Targeted PP pupils show accelerated progress following specific academic interventions.</p> <p>Pupils targeted for SEMH support have improved attendance and a reduction in serious incidents.</p>	<p>Gaps in learning for PP pupils identified in Autumn assessments and teacher assessments from 2019/20. Gap between PP and non PP is wide, particularly in KS1.</p> <p>Pupils have had significant time off school, some with little or no access to support networks. Catch-up conversations with Pastoral Team and parents over lockdown highlighted that some pupils were struggling with SEMH. Class teachers have logged concerns in the first half term.</p>	<p>Interventions will be led by assessment data or cpoms records so that appropriate pp pupils are targeted.</p> <p>Entry and exit data will be assessed.</p> <p>Boxall profiles.</p>	<p>JP</p> <p>AQ</p> <p>Class teachers</p>	
<p>-PP daily reading during breakfast club</p> <p>-speech and language interventions (£500)</p> <p>-Improvements in EYFS outdoor provision to give opportunities to develop basic literacy skills. (£2000)</p>	<p>Improve reading and writing skills of disadvantaged children by improving oral language and vocabulary across EYFS, KS1 and KS2 and increasing reading opportunities during the school day.</p> <p>More targeted and bespoke phonics teaching which has a greater impact on improving</p>	<p>Ofsted (Jan 2019) and the school's Pupil Premium review (April 2019) identified the need for children to be given more opportunities to develop basic literacy skills within the early years, through the outdoor environment. Breakfast club was identified as a missed opportunity for catching children to increase reading opportunities.</p> <p>PP children within school are (generally) less likely to have the home support</p>	<p>Assessment data-termly</p> <p>Observations within EYFS</p> <p>Monitoring of assessments and observations by KS leaders/SLT</p> <p>Intervention tracking show small steps of progress within targeted interventions</p>	<p>SENCo</p> <p>AHTs</p> <p>EYFS leader</p>	<p>October deep dive</p> <p>Termly assessments and pupil progress/appraisal-including PP trackers</p>



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		needed around reading and are more at risk of having poorer language skills and a less developed vocabulary on entry into school.	and specific data, eg reading ages, improving.		
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Mid-year review:

<b>Total budgeted cost</b>	£3050 £12,500
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### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Establishing a strong Pastoral team supporting with SEMH, behaviour and safeguarding throughout school and supporting children and families <b>(£11600)</b>	Children and families with social issues are well-supported so that social, emotional and mental health needs are met both within and outside the classroom.  Children with SEMH are making small steps of progress within their area of need. Outside agencies are engaged in a timely manner so that behavioural issues do not impact on learning. Children with behavioural needs are	Pastoral support is good within school but Ofsted (Jan 2019) noted that elements of record keeping needed to be improved. Pupil Premium review (April 2019) also noted good pastoral support for children and families but identified further support that could be given at an early intervention level. Engagement of the community can ensure that social problems are identified and addressed early. School leaders, including executive leaders within the MAT have identified a need for improved systems of managing behaviour rather than a 'fire-	Monitoring of behaviour (graduated approach): -systems and their consistent use through drop-ins, QA, learning walks, pupil voice -ensuring all staff are well-supported, resourced and confident in meeting the needs of children with SEMH Regular Pastoral meetings in school and across the cluster	Pastoral Cluster Lead  SENCO  AHTs and HoS  Learning mentor	October half term  December pupil progress and PP/SEN reviews  Half termly then on

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	<p>given timely, consistent support through a graduated approach.</p>	<p>fighting’ approach. The implementation of a new ‘graduated approach’ will ensure consistent approaches are followed and staff feel confident to deal with a range of behavioural/SEMH needs.</p> <p>This new approach will help with identifying issues early and involving outside agencies/making referrals on a timely basis so that learning is less disrupted within classrooms and more children reach their potential.</p> <p>This new Pastoral team, working closely with the SENCO and SLT and cluster Pastoral teams, will ensure clarity on roles and responsibilities going forward leading to more efficiency and effectiveness in allowing children to make progress in areas of SEMH.</p>	<p>Tracking interventions for SEMH and progress of children through Boxall and SDQs</p>		
<p>Removal of barriers to participation, eg: -visitors into school -support with transport for trips -cultural enrichment opportunities/future careers events (£307)</p>	<p>Aspirations are raised through an engaging curriculum and engagement/behaviour for learning improves. Children are given access to a range of life experiences enabling them to make informed choices</p>	<p>Aspirations of children across school, especially those with PP need to be raised. Behaviour for learning needs to improve (see Ofsted Jan 2019) particularly in key cohorts-which is linked with engagement through real life experiences.</p> <p>Throughout school, many children have low aspirations and life experiences,</p>	<p>AHTs/class teachers to lead on organisation, Pastoral lead/AHTs to support with risk assessments and trip planning Clear outcomes and post-trip evaluations to be completed</p>	<p>Class teachers+ AHT</p>	<p>Pupil voice review of projects-June 2020</p>

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		Exposure to future careers opportunities and skills through a cultural enrichment programme has been proven to impact on engagement with learning in general and future economic wellbeing.			
Staffing of breakfast club to ensure high number of PP children can attend each morning and have access to a range of learning opportunities and activities (£1000)	PP children are attending school, on time, every day and are 'ready to learn' having had a quality breakfast and morning routine	<p>88% of PP children attend breakfast club and benefit from a free breakfast- which ensures children are ready to learn- and a calm and structured start to the day. Early morning care supports parents in meeting the needs of their children and helps ensure children are attending school, on time.</p> <p>Attendance of PP children is currently 94.94% (June 2020- at pre lockdown figure) but prior to the introduction of breakfast club, was at under 93% (Sept 2017). The PP attendance figure slightly exceeds the whole school figure of 93.59% which is partly supported by the breakfast club offer.</p> <p>Increased staffing of breakfast club ensures children are receiving a structured programme of activities delivered in a safe environment.</p>	Attendance monitored by Pastoral lead- including PP attendance, lateness and impact of breakfast club. Consultation with APSO around attendance issues Pastoral team overseeing quality of breakfast club provision Child and parent voice	Pastoral lead	<p>Termly monitoring of breakfast club</p> <p>Weekly monitoring of attendance</p>

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		<p>Part of the learning on offer will include daily 1:1 reading with support staff for targeted Pupil Premium children who need to 'catch-up'.</p>			
<p>Mid year review:</p>					
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>£12,907</b></p>

## 7. Additional detail

### Additional support staff info:

Year 4 x5 hours=£11, 095.50-including interventions across Year 4 (within costs of Quality Teaching for All)

SALT group x 2 hours weekly KS2: £887.64 (within costs of Targeted Support)

ETA Year 2/3 targeted support and catch-up (5 hours): £11, 095.50 (within costs of Quality Teaching for All)

HLTA additional interventions, focusing on catch up in Year 4, 5 and 6, x 3 mornings (may vary if cover needed): £7, 044.57 (Within costs of QTfA and TS)

EYFS/KS1-additional member of staff to support phonics, allowing small groups: £2437.50 (within costs of Quality Teaching for All)

EYFS: additional interventions to support writing/physical development, 1 hour daily: £2925 (within costs of Quality Teaching for All)